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ABSTRACT

This guide describes how to establish a notetaking program to benefit students with hearing impairments in mainstream settings. Chapter 1 discusses the need for notetakers and includes subjects such as providing equal access, high-tech and low-tech notetaking, how the notes can be used, and who can use the notes. Chapter 2 provides information on obtaining administrative support, working through resistance, identifying clientele, assessing needs, and making preliminary plans. Chapters 3 and 4 deal with getting started and recruiting notetakers, including qualifications for notetakers. Chapter 5 focuses on training students to use notes and reviews readiness strategies, the training of college students, establishment of policies and expectations, and communication about the program and policies. Chapter 6 discusses training topics and methods for a training program for notetakers. Chapter 7 provides sample training agendas for 1-day, three-session, and multi-session programs. Chapters 8 and 9 highlight the principles of notetaking and provide tips for supervisors. Chapter 10 discusses evaluation of notetaking and continuing professional development for notetakers. Appendices include job descriptions of notetaker supervisors and elementary/secondary notetakers, evaluation forms, and a summary of the Americans with Disabilities Act. (Contains 46 references.) (CR)

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